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ABSTRACT

Presented is a manual for program assessment of the deaf-blind child's development. In the introduction, it is stressed that the manual is not intended to be a curriculum guide and that scale items are not designed to replace the objectives and activities of the child's curriculum. Assessment checklists are color-coded according to the following areas (sample divisions under major areas are in parentheses): personal self-help skills (bottle feeding, dressing, washing hands, and grooming), social development (interaction with children, interaction with family, and behaviors in a structured educational setting), gross motor development (head movements, creeping, and adaptive balance), fine motor development (holding objects, finger movements, and inspection and manipulation of more than one object), language development (imitation, gesturing, and written communication), and cognition (object permanence, problem solving, and sequencing). Spaces are provided for checking off the child's demonstrated abilities during six assessments. An additional listing is provided for recording behavior patterns that interfere excessively with the child's attentiveness and "normal" functioning. (SB)

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A MANUAL
FOR THE ASSESSMENT OF A
"DEAF-BLIND" MULTIPLY-HANDICAPPED CHILD

REVISED EDITION

BY

MICHAEL T. COLLINS
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Funded by: Midwest Regional Center for Services to Deaf-Blind Children
George Monk, Project Coordinator

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ACKNOWLEDGMENTS

The first edition of this manual was developed by the staff of the Deaf-Blind Department at the Michigan School for the Blind in 1973. It has evolved chronologically from the Early Childhood Developmental Scales of Meyer Children's Rehabilitation Institute, the Normal Developmental Scales of San Francisco State University, and the Developmental Scales for Deaf-Blind Children of the Mountain Plains Regional Center in Denver. Components of several other developmental checklists for handicapped children were also incorporated into the first edition. We salute the staffs of all of these agencies for their diligence in the development of assessment tools applicable to the multiply handicapped child. They have provided the solid foundation upon which the present manual has been established.

Thanks are extended to the numerous teachers throughout the Midwest Region who have contributed suggestions for revision, inclusion and deletion for this second edition. Special thanks to the following staff of the Deaf-Blind Department, Michigan School for the Blind, who voluntarily functioned as a review team for this edition:

Barbara Bjorling, Teacher
Linda Collins, Intern Consultant
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Elaine Villiard, Teacher
Virginia Wiehn, Supervisor

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Lastly, thanks are extended to Charles R. Darwin and Robbin Q. Hood.

Permission is hereby granted to
duplicate any or all of this manual.

INTRODUCTION

This manual, as originally published, was intended to serve as an in-program assessment instrument. In this second edition, we have attempted to reconstruct the manual to facilitate regionwide data collection. The scales have been revised in order that they might more closely approximate the early developmental sequence of deaf-blind children. However, the scales as they exist reflect the sequence in which most deaf-blind children progress; therefore any individual child may, and probably will exhibit variance from the sequences described herein. Through the maintenance of data retrieval from the manuals of children in the Midwest Region, it has been possible to revise the scales to reflect the development of deaf-blind children more accurately than do scales for children without sensory impairments.

The present structure of this manual does not allow comparison of a child's progress on one scale to his progress on another. For instance, the last item under bladder control ("Indicates toileting need and seldom has an accident") does not customarily occur simultaneously with the last item under drinking ("Holds glass with one hand"). This holds true not only for the last item on each scale, but also for every item within a scale. For example, item 4 under Riding a Tricycle ("Rides pushed by adult") is not necessarily equivalent to item 4 under Doorway Chinning Bar ("Swings self"). It is conceivable that, in future revisions, it will be possible to compare a child's progress across the scales, but this will greatly depend upon the data collected from this edition.

It should be noted that this manual is designed to measure a child's progress in individual skill areas that are not mutually exclusive. Therefore, it is nearly impossible to eliminate all overlap between

interdependent areas, such as Language Development, Social Development and Cognition.

The Assessment Manual is not intended to be a curriculum guide, and should not be used as such. It is an instrument for measuring the progress of children. Awareness of the general development described herein may help the teacher in planning appropriately, but scale items are not designed to replace the objectives and activities of each child's curriculum.

The manual has shown itself to be an appropriate and effective assessment instrument for about 90% of the deaf-blind children in the Midwest Region. For the small percentage of children who have developed beyond the scope of these scales, there exists a great variety of more convential measurement tools. This instrument is not intended to replace whatever other assessment tools or reporting formats a program may select for its own purpose; it should preferably be used to supplement the total assessment endeavor.

The scales can serve as a guide to acquaint houseparents, teacher aides, and other paraprofessionals with general developmental trends. Evaluation of a child in this manual is most accurate where input from professionals, paraprofessionals and family is possible. It thus provides an opportunity to alert parents and paraprofessionals to general developmental directions, to the child's present development, and to focus on training needs.

The format of this manual has purposely been changed to looseleaf notebook, so that future revisions will be possible without disrupting ongoing assessment. We certainly will welcome receiving your written suggestions for future revisions.

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INSTRUCTIONS

These scales are intended to be a documentation of the child's abilities. Therefore, evaluate the child with regard to what he has demostrated that he can do, regardless of whether the child cooperates or resists during the activities.

For the first assessment (Column 1), please indicate with a checkmark (✓) all of the items on the scales that the child has accomplished to date. For all subsequent assessments (Columns 2-6), indicate all items accomplished since the date of the immediately preceding assessment.

EXAMPLE:

1.	2.	3.	4.	5.	6.	J. Adaptive Walking
_	_	_	_	_	_	0. Physical handicap prevents activity
✓	_	_	_	_	_	1. Walk only on flat surfaces
_	✓	_	_	_	_	2. Walks on irregular surfaces with assistance
✓	_	_	_	_	_	3. Walks up and down incline with assistance
✓	_	_	_	_	_	4. Walks up and down curbs with assistance
_	✓	_	_	_	_	5. Walks backwards with assistance
_	✓	_	_	_	_	6. Walks irregular surfaces independently
_	_	✓	_	_	_	7. Walks up and down inclines independently
_	_	_	_	_	✓	8. Walk up and down curbs independently
_	_	_	✓	_	_	9. Walks backwards independently

One can see from the table that this child could perform only three items at the time of the initial assessment (Column 1). By checkmarking (✓) all new behaviors for each subsequent assessment, one can see at a glance the child's entire repertoire of accomplished skills. Note that, at the time of the fifth assessment (Column 5), the child had accomplished no new scale items since he was last assessed (Column 4).

Indicate on the following table the dates of each of the assessments, as you perform them.

Date of 1st assessment (Column 1) _____

Date of 2nd assessment (Column 2) _____

Date of 3rd assessment (Column 3) _____

Date of 4th assessment (Column 4) _____

Date of 5th assessment (Column 5) _____

Date of 6th assessment (Column 6) _____

Anticipating that the assessment will be completed twice a year (e.g., November and May), the manual can be used for a three year period.

Please specify, with a checkmark (✓) those behavior patterns that interfere excessively with the child's attentiveness and "normal" functioning.

1.	2.	3.	4.	5.	6.	
—	—	—	—	—	—	Light gazing
—	—	—	—	—	—	Excessive head movement and head banging
—	—	—	—	—	—	Body rocking
—	—	—	—	—	—	Bizarre body positions
—	—	—	—	—	—	Flicks hands
—	—	—	—	—	—	Pokes eyes, ears, face, body
—	—	—	—	—	—	Impulsively mouths or flicks objects
—	—	—	—	—	—	Masterbates
—	—	—	—	—	—	Generally uncooperative
—	—	—	—	—	—	Dislikes being touched or held
—	—	—	—	—	—	Seeks excessive personal contact
—	—	—	—	—	—	Excessive crying, laughing or vocalization
—	—	—	—	—	—	Grinds teeth
—	—	—	—	—	—	Hyper-ventilation
—	—	—	—	—	—	Self-abusive behavior (ex-bites self)
—	—	—	—	—	—	Abusive behavior toward others (ex-bites others)
—	—	—	—	—	—	Tantrums for unknown reasons
—	—	—	—	—	—	Other(s) specify _____
—	—	—	—	—	—	_____
—	—	—	—	—	—	_____

1. 2. 3. 4. 5. 6.

A. BOTTLE FEEDING

1. Accepts bottle
2. Sucks and swallows
3. Attempts to hold bottle
4. Holds own bottle

B. FINGER FOODS

1. Does not handle finger foods
2. Grasps food, but does not transfer to mouth
3. Puts food to mouth and sucks or tongues
4. Holds and munches on some finger foods
5. Holds and munches most finger foods
6. Will independently hand feed a variety of finger foods

C. FOOD TEXTURES

1. Bottle fed
2. Accepts only baby foods
3. Accepts junior foods
4. Accepts mashed and ground foods (example: oatmeal); has not developed chewing movements
5. Accepts and swallows lumpy foods
6. Accepts and somewhat chews or tongues lumpy foods (example: cottage cheese).
7. Accepts and chews lumpy foods
8. Accepts and tongues or sucks bite-sized pieces of solid food
9. Accepts and chews bite-sized pieces of solid food

D. SPOON

a. Holding spoon
   1. Will not cooperate
   2. Tolerates being manipulated in holding spoon
   3. Assists in holding spoon
   4. With prompting, will independently hold spoon
   5. Independently holds spoon

b. Picking up spoon
   2. Tolerates being manipulated in picking up spoon
   3. Assists in picking up spoon
   4. With prompting will independently pick up spoon
   5. Independently picks up spoon

c. Scooping
   2. Tolerates being manipulated in scooping with spoon
   3. Assists in scooping with spoon
   4. With prompting will independently scoop with spoon
   5. Independently scoops with spoon using any grasp
   6. Independently scoops with spoon using proper grasp

1. 2. 3. 4. 5. 6.

d. Spoon to mouth
   2. Tolerates manipulation through spoon to mouth sequence
   3. Assists in spoon to mouth sequence
   4. With prompting, independently scoops from bowl to mouth
   5. Independently scoops from bowl to mouth, much spillage
   6. Independently scoops from bowl to mouth, some spillage
   7. Independently scoops from bowl to mouth, seldom spills

E. DRINKING (Glass or cup)

1. Does not drink from glass
2. Sips from glass held by adult, spills some
3. Attempts to hold glass
4. Drinks well from glass held by adult
5. Holds glass with two hands
6. Can hold Tommy-Tippy cup for drinking (covered cup with lid)
7. Can hold glass for drinking, releases aimlessly
8. Can hold glass for drinking, sets it down with some difficulty
9. Picks up and sets glass down well, without much spilling
10. Holds glass with one hand

F. FORK

a. Scooping
   2. Independently scoops plate to mouth, much spillage
   3. Independently scoops plate to mouth, some spillage
   4. Independently scoops plate to mouth, seldom spills

b. Stabbing
   2. Soft foods (@vegetables, cake), fork grasped in fist
   3. Harder foods (@meats, green beans, lettuce), fork grasped in fist
   4. Soft foods, with pincher grasp
   5. Harder foods, with pincher grasp

G. KNIFE

2. Spreads with assistance
3. Spreads without assistance
4. Performs cutting motion with knife
5. Use knife to cut, but holds food with other hand with assistance (soft foods)
6. Use knife to cut, but holds food with other hand without assistance
7. Use knife to cut, holds food with fork in other hand (soft foods)
8. Use knife to cut, but holds food with other hand (harder foods)
9. Use knife to cut, holds food with fork in other hand (harder foods)

1. 2. 3. 4. 5. 6.

H. INDICATION OF HUNGER AND THIRST

1. Does not indicate hunger or thirst
2. Indicates hunger or thirst by crying
3. Indicates hunger or thirst by leading another person
4. Indicates hunger or thirst by gesture or verbalization
5. Attempts to serve self at drinking fountain, faucet, refrigerator or cupboard, etc.

I. UNDRESSING

a. Cooperation
   1. Does not assist in undressing
   2. Cooperates for undressing (remains still)
   3. Extends arms and legs when being dressed

b. Shoes
   2. Attempts to assist in removing shoes
   3. Actually helps to remove shoes
   4. Mostly independent in removing shoes
   5. Independently removes shoes

c. Socks
   2. Attempts to assist in removing socks
   3. Actually helps to remove socks
   4. Mostly independent in removing socks
   5. Independently removes socks

d. Underpants (shorts)
   2. Attempts to assist in removing underpants
   3. Actually helps to remove underpants
   4. Mostly independent in removing underpants
   5. Independently removes underpants

e. Pants (elastic waist)
   2. Attempts to assist on removing pants
   3. Actually helps to remove pants
   4. Mostly independent in removing pants
   5. Independently removes pants

f. Pull-over shirt
   2. Attempts to help to remove shirt
   3. Actually helps to remove shirt
   4. Mostly independent in removing shirt
   5. Independently removes shirt

g. Zippered Coat (Jacket)
   2. Attempts to help to unzip coat
   3. Actually helps to unzip coat
   4. Mostly independent in unzipping coat
   5. Independently unzips coat

h. Button shirt or coat
   2. Attempts to help to unbutton coat
   3. Actually helps to unbutton coat
   4. Mostly independent in buttoning coat
   5. Independently unbuttons coat

1. 2. 3. 4. 5. 6. J. DRESSING

a. Cooperation
1. Does not assist in dressing
2. Cooperates for dressing (remains still)
3. Extends arms and legs when being dressed

b. Underpants (shorts)
2. Attempts to help to put on underpants
3. Actually helps to put on underpants
4. Mostly independent in putting on underpants
5. Independently puts on underpants

c. Pants
2. Attempts to help to put on pants
3. Actually helps to put on pants
4. Mostly independent in putting on pants
5. Independently puts on pants

d. Socks
2. Attempts to help to pull on socks
3. Pulls on socks with assistance
4. Mostly independent in pulling on socks
5. Independently pulls on socks

e. Shoes
2. Attempts to help to put on shoes
3. Actually helps to put on shoes
4. Puts on shoes if opened up
5. Independently opens shoes and puts them on

f. Pull-over shirt
2. Attempts to help to put on shirt
3. Actually helps to put on shirt
4. Mostly independent in putting on shirt
5. Independently put on shirt

g. Zippered garment (jacket, shirt, pants, etc.)
2. Attempts to help to zip
3. Actually helps to zip
4. Mostly independent in zipping
5. Independently zips

h. Snapping (jacket, shirt, pants, etc.)
2. Attempts to help to snap
3. Actually helps to snap
4. Mostly independent in snapping
5. Independently snaps

i. Buttoned garments (jacket, shirt, pants, etc.)
2. Attempts to help to button
3. Actually helps to button
4. Mostly independent in buttoning
5. Independently buttons

1. 2. 3. 4. 5. 6.

j. Hooking garments
   2. Attempts to help to hook
   3. Actually helps to hook
   4. Mostly independent in hooking
   5. Independently hooks

k. *Independence*
   2. Can put on clothes if handed to correctly
   3. Can put on clothes if arranged
   4. Distinguishes front from back of clothes
   5. Can put on clothes if not arranged

K. WASHING HANDS

a. Wetting hands
   1. Will not tolerate getting hands wet
   2. Tolerates getting hands wet
   3. Wets hands with assistance
   4. Wets hands independently
   5. Turns on water with assistance
   6. Turns off water with assistance

b. Drying
   1. Will not tolerate drying hands
   2. Attempts to dry hands
   3. Assists in drying hands
   4. Drys hands independently

c. Lathering
   1. Will not tolerate soap on hands
   2. Tolerates soap being rubbed on hands
   3. Lathers with assistance
   4. Lathers independently
   5. Rubs soap on hands with prodding
   6. Rubs soap and lathers independently

d. Independence
   2. Independently turns water on at appropriate time
   3. Independently turns water off at appropriate time
   4. Independently drys hands at appropriate time
   5. Independently identifies appropriate time to wash hands

L. GROOMING

a. Washcloth
   1. Will not tolerate washcloth
   2. Uses washcloth with assistance
   3. Uses washcloth independently

b. Hair
   1. Will not tolerate hair being brushed
   2. Uses hairbrush with assistance
   3. Uses hairbrush independently

c. Teeth
   1. Will not tolerate teeth being brushed
   2. Brushes teeth with assistance
   3. Uses toothbrush independently

1. 2. 3. 4. 5. 6.

M. TOILETING (bathing, deodarant, female hygiene, etc.)

a. Accepting Procedure
   1. No opportunity - no attempt to train
   2. Will not sit on toilet or potty chair
   3. Will sit on toilet if placed there for a few minutes
   4. Will sit on toilet if placed there for a longer period of time
   5. Will sit on toilet in response to adult gesture

b. Accident Indication
   1. Does not indicate wet or soiled clothing
   2. Indicates wet or soiled clothing by whimpering or crying
   3. Indicates wet or soiled clothing by gesturing, verbalizing or removal
   4. Has no accidents during the day
   5. Remains dry all night

c. Bladder Control
   1. No opportunity - no attempts to train
   2. Seldom urinates in toilet when placed upon it regularly. Has many accidents
   3. Frequently urinates in toilet when placed upon it regularly. Has some accidents
   4. Indicates toileting need but occasionally has an accident
   5. Indicates toileting need and seldom has an accident

d. Bowel Control
   1. No opportunity - no attempt to train
   2. Seldom has BMs in toilet when placed upon it regularly. Has many accidents
   3. Frequently has BMs in toilet when placed upon it regularly. Has some accidents
   4. Indicates toileting need but occasionally has an accident
   5. Indicates toileting need and seldom has an accident

e. Independence (toileting, flush toilet, use toilet paper)
   1. Flushes toilet when directed
   2. Flushes toilet independently
   3. Uses toilet paper when directed (handed to him, etc.)
   4. Obtains and uses paper independently
   5. Is totally independent in toileting

1.	2.	3.	4.	5.	6.	
—	—	—	—	—	—	A. Receptive Behavior with Adults
—	—	—	—	—	—	1. Is not aware of adult stimulation
—	—	—	—	—	—	2. Shows awareness of adult stimulation
—	—	—	—	—	—	3. Smiles appropriately to pleasurable activity
—	—	—	—	—	—	4. Spontaneous social smile (smile at someone)
—	—	—	—	—	—	5. Identifies familiar adults by means of their visual, auditory, tactile, etc. characteristics
—	—	—	—	—	—	6. Respond by attending, when addressed (spoken word, sign, gesture)
—	—	—	—	—	—	7. Discriminates in preference for one or more adults
—	—	—	—	—	—	8. Inhibits upon command
—	—	—	—	—	—	B. Adult Attention
—	—	—	—	—	—	1. Avoids and dislikes adult attention and contact
—	—	—	—	—	—	2. Tolerates adult attention and contact
—	—	—	—	—	—	3. Sometimes seeks adult attention
—	—	—	—	—	—	4. Actively seeks adult attention and contact for pleasurable experiences
—	—	—	—	—	—	5. Responds differentially to mother or mother substitute
—	—	—	—	—	—	6. Seeks adults for help
—	—	—	—	—	—	7. Differentiates between familiar and unfamiliar adults
—	—	—	—	—	—	8. Seeks adults praise for correct behavior
—	—	—	—	—	—	C. Attention Span: Adult Involved Activity
—	—	—	—	—	—	1. Does not attend task started by adult
—	—	—	—	—	—	2. Attends to task very briefly
—	—	—	—	—	—	3. Attends activity for up to two minutes
—	—	—	—	—	—	4. With prodding attends to task until completed
—	—	—	—	—	—	5. Independently attends to task until completed
—	—	—	—	—	—	D. Imitation of Adult Activity
—	—	—	—	—	—	1. Does not imitate
—	—	—	—	—	—	2. Attends to adult; imitates with assistance
—	—	—	—	—	—	3. Attends to adult activity; occasionally imitates without assistance
—	—	—	—	—	—	4. Imitates frequently without assistance
—	—	—	—	—	—	E. Interaction - Play
—	—	—	—	—	—	a. Without Object
—	—	—	—	—	—	1. Pulls away from adult, teacher or examiner
—	—	—	—	—	—	2. Tolerates adult initiated play
—	—	—	—	—	—	3. Seeks adults for adult initiated ply
—	—	—	—	—	—	4. Seeks adults for play purposes and initiates activity
—	—	—	—	—	—	5. Attends to "pat-a-cake," etc. with adult and attempts to interact with assistance
—	—	—	—	—	—	6. Plays "pat-a-cake," etc. with little assistance

I. INTERACTION

1. 2. 3. 4. 5. 6.

b. With Object
   1. Does not respond to adult initiated play with object
   2. Interest in object but not in the use of it
   3. Responds to adult initiated play
   4. Releases toy to adult
   5. Pushes adults' hand on toy
   6. Child initiates activity with toy
   7. Play interaction with adult and object

II. INTERACTION WITH CHILDREN

A. Receptive Behavior with Other Children
   1. Attends to stimulation for a brief period
   2. Identifies familiar children by means of their visual, auditory, tactile, etc. characteristics
   3. Responds by attending when addressed
   4. Discriminates in preference for one or more children

B. Play with Other Children
   0. No opportunity to play with other children
   1. Does not play with other children
   2. Will play near other children but not with them (parallel play)
   3. Takes toys from other children
   4. Identifies certain possessions as his own
   5. Engages in rough or tumble play with other children
   6. Cooperates in play with another child(ren)
   7. Attempts communication with another child(ren)
   8. Shows signs of sympathy, affection, pity or guilt

III. INTERACTION WITH FAMILY

A. Relationship to Family Structure
   0. Little or no contact with family
   1. Shows neither interest in nor any awareness of any family member
   2. Recognizes certain members of the family
   3. Shows interest in and participates in certain family activities
   4. Refuses to leave parent in new situation
   5. Leave reluctantly, but adjusts quickly

IV. BEHAVIORS IN STRUCTURED EDUCATIONAL SETTING

A. Cooperation in Structured Activities
   1. Does not cooperate in structured activities
   2. Is cooperative when assisted in structured activities (one-to-one)
   3. Frequently cooperative in structured activities (one-to-one)
   4. Is cooperative when assisted in structured activities (in a group)
   5. Frequently cooperative in structured activities (in a group)

1.	2.	3.	4.	5.	6.
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B. Exploration of Environment
1. Does not move to explore the environment, shows no curiosity
2. Explores little; shows little curiosity
3. Explores some; shows some curiosity
4. Very curious and exploratory

C. Initiative in Free-Time Play
1. Does not independently seek a variety of constructive play activities
2. Seldom seeks a variety of constructive play activities independently
3. Occasionally seeks a variety of constructive play activities independently
4. Frequently seeks a variety of constructive play activities independently

D. Self-Confidence in Play and Exploration
1. Very hesitant, dependent in new situations
2. Needs much reassurance in new situations
3. Needs some reassurance in new situations
4. Needs little reassurance in new situations

E. Attentiveness
1. Lends no attention of the task at hand
2. Can attend to a specific task, but is easily distractable
3. Can attend to a specific task without exhibiting excessive distractive behavior
4. Can work as directed in the face of distracting activities
5. Is able to complete task independently within a designated time period

F. Independence
1. Very little if any, independence of action
2. Will complete brief segments of an activity without prodding
3. Will independently complete one entire activity
4. Will independently complete several activities (no time limit)
5. Will independently complete several activities (within a designated period of time)

G. Practical Application: Decision-Making
1. Will not yet make decisions: constantly awaits direction
2. Can choose independently between two or three tasks
3. Can decide upon and gather materials needed for a familiar task
4. Will continue to work when teacher leaves the room
5. Will recognize when task is completed and independently terminates the activity
6. Can independently follow a sequential list of directions
7. Will busy himself after completing task for further structure from the teacher

1.	2.	3.	4.	5.	6.	
						A. Head Movements
—	—	—	—	—	—	0. Physically unable to move head
—	—	—	—	—	—	1. Does not raise head
—	—	—	—	—	—	2. Lifts head briefly (prone)
—	—	—	—	—	—	3. Head droops from ventral suspension
—	—	—	—	—	—	4. Head comes up when suspended by belly
—	—	—	—	—	—	5. Up on forearms (prone)
—	—	—	—	—	—	6. Lifts head and chest, weight on hand, legs ectended, (prone)
—	—	—	—	—	—	7. Head erect, steady if held sitting
—	—	—	—	—	—	8. Marked head lag when pulled to sitting
—	—	—	—	—	—	9. No head lag if raised from supine
—	—	—	—	—	—	10. Bilateral arm and leg extensions (windmill movements)
—	—	—	—	—	—	11. Symmetrical head and arm posture
—	—	—	—	—	—	12. Lifts head from supine
						B. Rolling
—	—	—	—	—	—	1. Does not roll
—	—	—	—	—	—	2. Rolls from prone to supine
—	—	—	—	—	—	3. Rolls from supine to prone
—	—	—	—	—	—	4. Rolls from supine to one side
—	—	—	—	—	—	5. Rolls from supine to either side
—	—	—	—	—	—	6. Rolls from supine to prone to supine to continuous movement
—	—	—	—	—	—	7. Forward roll with minimal assistance
—	—	—	—	—	—	8. Backward roll with minimal assistance
—	—	—	—	—	—	9. Forward roll independently
—	—	—	—	—	—	10. Backward roll independently
						C. Balance
—	—	—	—	—	—	1. No balancing reaction
—	—	—	—	—	—	2. Head and trunk balancing reaction when lifted up and tilted laterally
—	—	—	—	—	—	3. Sitting child shows protective reaction if balance suddenly disturbed laterally or forward
—	—	—	—	—	—	4. Sitting child shows protective reaction of balance suddenly disturbed backwards
—	—	—	—	—	—	5. Parachute reaction - protective reaction of the arms when held vertically and tilted forward toward ground, e.g. big canvas ball
—	—	—	—	—	—	6. Maintains standing position when balance disturbed from any direction
—	—	—	—	—	—	7. Squats to play without using hands for balance
—	—	—	—	—	—	8. Stands on one foot
—	—	—	—	—	—	9. Stands on tip toes
—	—	—	—	—	—	10. Stands with heel touching toe (straight line)
						D. Sitting
—	—	—	—	—	—	1. Does not sit
—	—	—	—	—	—	2. Tolerates sitting position on lap
—	—	—	—	—	—	3. Sits on floor or chair briefly with arms propped or with support
—	—	—	—	—	—	4. Cooperates in pulling to sitting position
—	—	—	—	—	—	5. Sits alone momentarily

1. 2. 3. 4. 5. 6.

6. Sits alone steadily at least ten minutes without support (Other than W-sitting)
7. Pulls to stand
8. Pulls self to sit (from supine position)
9. Sits alone indefinitely, good coordination
10. Gets to and from sitting independently with ease (on floor)
11. Sits down and gets up from chair with assistance
12. Climbs onto and sits in chair unassisted
13. Can get up from chair unassisted

E. Creeping

Note: Creeping: child is on hands and knees
Crawling: child's stomach is still in contact with the floor

1. Does not move while body in space
2. Moves self by rolling or by pushing or pulling body across floor
3. Travels by scooting on seat; lying on back or pushing with foot
4. Crawls, using hands and knees
5. Achieves creeping position assisted
6. Achieves creeping position unassisted
7. Holds head up in creeping position
8. Creeps independently but without alternation of hands and knees
9. Creeps unassisted for a few feet with alternation
10. Creeps freely in space in correct position

F. Adaptive Creeping

2. Creeps backwards under and through large objects
3. Creeps over or around obstacles in path
4. Encircles, encompasses, large objects by using a combination of creeping and climbing
5. Kneels alone
6. Walks on knees

G. Standing

0. Physical handicap prevents standing
1. Does not stand (physically able)
2. Bounces when held in standing position
3. Starts to put weight on feet when body is held in standing position
4. Sustains weight with maximal support adult assistance
5. Pulls to standing position with adult assistance
6. In standing, sustains weight and bounces
7. Stands by grasping support from adult or object with both hands
8. Stands grasping support from adult or object with one hand
9. Stands alone without support
10. Stoops and recovers objects
11. Stands on tip toes

1. 2. 3. 4. 5. 6.

H. Rising to Standing Position

0. Physical handicap prevents standing
1. Cannot rise to standing position (physically able)
2. Rises to standing position with full adult assistance
3. Rises to standing position with adult assistance using one hand
4. Pulls to standing position using large objects or railing
5. May hold onto small object such as stick
6. Rises to standing position without assistance
7. Gets up to standing position from mid-floor by turning on all fours
8. Rises from mid-floor by rotation to side and using hands
9. Rises without rotation but uses hands on floor or legs
10. Rises from mid-floor without rotation or using hands

I. Walking

0. Physical handicap prevents walking
1. Does not move in space on feet
2. Tolerates adult manipulation and attempts moving feet
3. Cooperates and moves feet while being held under armpits
4. Walks using side steps (holding onto furniture)
5. Walks two hands held (support by adult)
6. Walks forward - one hand held
7. Walks while hold onto object for support
8. Walks alone with broad base, arms, out, unequal steps
9. Walks a few steps between people or supports
10. Walk across room - starts and stops, may still fall; momentarily walks on hands and feet (cat walk)
11. Reverses direction with ease
12. Walks alone, seldom falls
13. Walks on tip toes
14. Walks alone, seldom falls with heel-toe gait, with proper arm swing

J. Adaptive Walking

0. Physical handicap prevents activity
1. Walk only on flat surfaces
2. Walks on irregular surfaces with assistance
3. Walks up and down inclines with assistance
4. Walks up and down curbs with assistance
5. Walks backwards with assistance
6. Walks irregular surfaces independently
7. Walks up and down inclines independently
8. Walk up and down curbs independently
9. Walks backwards independently

1. 2. 3. 4. 5. 6.

K. Climbing

0. Physical handicap prevents activity
1. Does not climb
2. Climbs only with assistance
3. Climbs onto and off objects as high as adult size chair
4. Climbs ladder or jungle gym unassisted
5. Climbs to playground slide and slides down

L. Climbing Upstairs

0. Physical handicap prevents activity
1. Cannot climb upstairs
2. Creeps upstairs on hands and knees with assistance
3. Creeps upstairs on hands and knees without assistance
4. Climbs upstairs assisted by adult in erect position
5. Climbs upstairs using rail without assistance
6. Climbs upstairs without rail, walks with a one to two progression
7. Climbs upstairs without rail, walks alternating feet

M. Climbing Downstairs

0. Physical handicap prevents activity
1. Cannot climb downstairs
2. Climbs backwards downstairs on hands and knees
3. Creep on seat downstairs
4. Climbs downstairs assisted by adult in erect position
5. Climbs downstairs using railing for support; one two progression
6. Climbs downstairs with one to two progression without assistance
7. Climbs downstairs without assistance alternating feet

N. Running

0. Physical handicap prevents activity
1. Does not run
2. Runs with assistance
3. Runs without assistance, but with difficulty
4. Runs freely with assistance and has contact with floor
5. Runs stiffly, with knees locked
6. Runs on toes
7. Runs awkwardly without assistance and maintains contact with floor
8. Runs with normal gait (toe-heel)

O. Jumping

0. Physical handicap prevents activity
1. Does not jump
2. Child tolerates being bounced
3. Cooperates and jumps when supported by adult, trampoline, jumping board, etc.
4. Jumps from bottom stair step with help, leading with one foot

1. 2. 3. 4. 5. 6.

5. Jumps from bottom stair step alone, leading with one foot
6. Jumps from bottom step with help, both feet together
7. Jumps from bottom step alone, both feet together
8. Jumps in place alone, with both feet
9. Jumps forward
10. Jumps backward
11. Imitates jumping patterns

P. Rolling Balls

0. Physical handicap prevents activity
1. Will not roll ball
2. Will roll ball a short distance
3. Will roll back ball rolled to him (sitting)
4. Rolls with some degree of accuracy toward a target

Q. Throwing and Bouncing Balls

0. Physical handicap prevents activity
1. Does not throw
2. Beginning to throw balls (deliberate release)
3. Throws ball overhand
4. Throws ball underhand
5. Throws with some degree of accuracy
6. Throws side arm

R. Catching Balls

0. Physical handicap prevents activity
1. Does not catch
2. Catches rolling ball between legs, (sitting)
3. Will catch rolling call with hands, (sitting)
4. Will let thrown call bounce and roll before catching
5. Will let thrown ball bounce once and then catch, (standing)
6. Catches thrown ball with arms more than hands
7. Catches thrown ball with hands
8. Catches with some degree of control
9. Seldom misses thrown ball

S. Kicking Objects

0. Physical handicap prevents activity
1. Does not kick objects
2. Beginning to kick objects on floor
3. Kicks ball holding onto support
4. Lightly kicks ball independently
5. Kicks ball with some force
6. Kicks ball with some degree of control
7. Kicks rolling ball
8. Kicks ball with control and accuracy toward a target

1. 2. 3. 4. 5. 6.

T. Rides Tricycle (Wheeled Toys)

0. Physical handicap prevents activity
1. Will not sit on tricycle
2. Tolerates sitting on tricycle
3. Hands on steering wheel or handle bars
4. Rides pushed by adult
5. Rides pushed by adult's feet
6. Rides toy using peddles, may use feet to turn corners
7. Rides toy using peddles to turn corners

U. Roller Skating

0. Physical handicap prevents activity
1. Does not accept skates on feet
2. Accepts skates on feet
3. Will stand up on skates with assistance
4. Attempts to skate with great deal of assistance (one skate)
5. Attempts to skate with great deal of assistance (two skates)
6. Walks on skates, does not slide foot
7. Holds feet together, prefers to be pulled
8. Slides with one foot, supported by adult
9. Attempts sliding movements trailing wall to rail
10. Skates alone, many falls, maintains some balance
11. Skates alone, seldom falls

V. Pushing and Pulling

0. Physical handicap prevents activity
1. Pushes and pulls objects 1/4 body weight; gradually increasing weights
2. Lifting objects 1/4 body weight; gradually increasing weights
3. Carrying objects 1/4 body weight; gradually increasing weights

W. Doorway Chinning Bar (or similar equipment)

0. Physical handicap prevents activity
1. Will not hang onto bar
2. Will hang on bar
3. Hangs on bar while swung
4. Swings self
5. Front pullover
6. Back pullover
7. Inverted hang

X. Aquatic Activities

0. Physical handicap prevents activity or no opportunity
1. Will not tolerate being put in water
2. Tolerates water but not on face
3. Plays hesitantly in shallow water
4. Accepts and enjoys being shallow water

1. 2. 3. 4. 5. 6.

5. Displays survival instincts in water over his head
6. Independently puts head under water
7. Tolerates water over his head
8. Floats
9. Treads water
10. Propels self through water (dog-paddle or other)
11. Uses arms and legs in a "modified human stroke"

Y. Adaptive Balance

0. Physical handicap prevents activity
1. Walks on bench with assitance
2. Walks on bench without assistance
3. Walks 2 x 4 balance beam with 2 hand assistance (narrow base and increase height)
4. Walks 2 x 4 balance beam with one hand assistance (narrow crease and increase height)
5. Walks 2 x 4 balance beam without assistance (alone holding ball in front of him)
6. Walks guideline on floor e.g. tape, rope
7. Walks circle, square, triangle

FINE MOTOR DEVELOPMENT

1.	2.	3.	4.	5.	6.	
—	—	—	—	—	—	A. Hand
—	—	—	—	—	—	1. Both hands usually closed in a fist
—	—	—	—	—	—	2. Reflex grasp appears
—	—	—	—	—	—	3. Reflex grasp disappears
—	—	—	—	—	—	4. Will hold object placed in fist
—	—	—	—	—	—	5. Hands mostly open
—	—	—	—	—	—	6. Hands at midline meet and touch (supine)
—	—	—	—	—	—	7. Symmetrical head and arm posture
—	—	—	—	—	—	8. Looks at and/or manipulates hands
—	—	—	—	—	—	9. Opens and closes fists
—	—	—	—	—	—	10. Holds bottle
—	—	—	—	—	—	11. Uses two hands at midline--one hand holds, the other manipulates
—	—	—	—	—	—	12. Transfers object from one hand to another
—	—	—	—	—	—	13. Can transfer object across midline
—	—	—	—	—	—	14. Develops dominant hand
						B. Foot
—	—	—	—	—	—	1. Babinsky reflex present (toes curl under when finger is run along sole of foot)
—	—	—	—	—	—	2. Symmetrical arm-leg movements
—	—	—	—	—	—	3. Looks at and/or manipulates feet
—	—	—	—	—	—	4. Develops dominant foot
						C. Holding Objects
—	—	—	—	—	—	1. Does not hold object
—	—	—	—	—	—	2. Holds object placed in hand briefly and drops
—	—	—	—	—	—	3. Holds object for minutes placed in hand
—	—	—	—	—	—	4. Raises and extends arms to grasp objects
—	—	—	—	—	—	5. Can reach to object with faulty aim
—	—	—	—	—	—	6. Efficient aim when reaching for object
—	—	—	—	—	—	7. Rescues dropped object
—	—	—	—	—	—	8. Coordinates eye with hands when hands when picking up objects (if not totally blind)
						D. Grasp
—	—	—	—	—	—	1. Does not grasp
—	—	—	—	—	—	2. Grasps on contact
—	—	—	—	—	—	3. Uses two hands to grasp object
—	—	—	—	—	—	4. Grasps with the entire hand (Palmar grasp)
—	—	—	—	—	—	5. Radial palmar grasp (grasped against palm at base of hand
—	—	—	—	—	—	6. Radial digital grasp (grasps against base of thumb with index finger used)
—	—	—	—	—	—	7. Uses thumb opposed to several extended fingers to pick up pellet-sized objects
—	—	—	—	—	—	8. Uses thumb and tip of index finger to pick up pellet-sized objects
—	—	—	—	—	—	9. Uses wrist action in grasping objects

1. 2. 3. 4. 5. 6.

E. Finger Movements

1. Cannot move finger without moving entire hand
2. Opens and closes fist
3. Closes fist and moves thumb
4. Prone--scratches platform
5. Pokes with index finger
6. Spreads hand and brings thumb into opposition with each finger
7. Picks up object with fine prehension

F. Carrying

1. Does not carry
2. Carries objects with two arms
3. Carries in two hands
4. Uses one hand to carry objects
5. Can carry object with minimal dropping
6. Can carry container of liquid with minimal spillage

G. Releasing Objects

1. Does not hold any object, lets fall constantly
2. Holds, but has unintentional release
3. Crude, deliberate release
4. Releases deliberately
5. Can release object voluntarily immediately
6. Releases object when placed on platform or in container
7. Deliberate casting, throwing at a target

H. Inspection and Manipulation of One Object

1. Does not manipulate object
2. Mouths object
3. Manipulates objects with both hands
4. Manipulates objects with one hand
5. Transfers object from one hand to another
6. Inspects grasped object by feeling and rotating it with fingers
7. Definitely shaked object
8. Examine top and bottom of objects with hands and eyes
9. Shales, bangs, and rattles object for exploration
10. Reaches for attractive toys out of reach

I. Inspection and Manipulation of More Than One Object

1. Does not handle more than one object at a time
2. Holds one object--grasps another
3. Holds one object in each hand
4. Hits objects together
5. Can transfer objects to other hand
6. Can hold more than two objects at a time

1.	2.	3.	4.	5.	6.	
						J. Door
—	—	—	—	—	—	1. Does not manipulate door
—	—	—	—	—	—	2. Pushes door, does not use hand
—	—	—	—	—	—	3. Pulls door, does not use knob
—	—	—	—	—	—	4. Turns door knob with two hands
—	—	—	—	—	—	5. Turns knob with two hands, opens door
—	—	—	—	—	—	6. Turns door knob with one hand
—	—	—	—	—	—	7. Turns door knob (one hand) and opens door
—	—	—	—	—	—	8. Opens and closes door quietly
						K. Containers, Putting Objects In and Out
—	—	—	—	—	—	1. Does not manipulate
—	—	—	—	—	—	2. Dumps out containers
—	—	—	—	—	—	3. Puts hand-used objects in container (pellets, cubes, blocks)
—	—	—	—	—	—	4. Fills container (box) with toys, objects
—	—	—	—	—	—	5. Removes cube from cup
—	—	—	—	—	—	6. Can place 10-20 small objects in container
—	—	—	—	—	—	7. Can place 10-20 small objects in container in 30 seconds
—	—	—	—	—	—	8. Opens simple container, place-on lid (shoe box)
—	—	—	—	—	—	9. Closes simple container, place-on lid
—	—	—	—	—	—	10. Opens simple containers--snap-on lids (margarine tubs)
—	—	—	—	—	—	11. Closes simple containers--snap-on lids ½
—	—	—	—	—	—	12. Opens containers-screw on lids
—	—	—	—	—	—	13. Closes container-screw on lids
—	—	—	—	—	—	14. Opens and closes a variety of containers
—	—	—	—	—	—	15. Removes paper from candy
						L. Blocks (Cubes)
—	—	—	—	—	—	1. Will not pick up blocks
—	—	—	—	—	—	2. Play with blocks in simple manner, mouths, bangs, etc.
—	—	—	—	—	—	3. Attempts tower of two cubes
—	—	—	—	—	—	4. Builds tower of two cubes
—	—	—	—	—	—	5. Builds tower of more than two cubes
—	—	—	—	—	—	6. Imitates 3-cube train
—	—	—	—	—	—	7. Imitates 3-cube bridge
—	—	—	—	—	—	8. Imitates 5-cube gate
						M. Nesting (Blocks, Barrels, Eggs)
—	—	—	—	—	—	1. Will not manipulate nesting unit
—	—	—	—	—	—	2. Can take nesting unit apart
—	—	—	—	—	—	3. Nests two parts not of consecutive order, (ex: puts smallest in largest block)
—	—	—	—	—	—	4. Correctly nests one piece units in order
—	—	—	—	—	—	5. Correctly nests two parts eggs to barrels with tops on (puts one barrel together and puts inside second barrel and puts top on)

1.	2.	3.	4.	5.	6.	
						N. Peg Board
—	—	—	—	—	—	1. Will not grasp pegs
—	—	—	—	—	—	2. Will remove from peg board
—	—	—	—	—	—	3. Places two pegs in peg board randomly
—	—	—	—	—	—	4. Places five pegs in peg board randomly
—	—	—	—	—	—	5. Places pegs in consecutive holes vertically
—	—	—	—	—	—	6. Places pegs in consecutive holes horizontally
—	—	—	—	—	—	7. Copies simple peg pattern
						O. Shapes and Forms
—	—	—	—	—	—	1. Will not manipulate shapes and forms
—	—	—	—	—	—	2. Inserts circle in circular hole of form board
—	—	—	—	—	—	3. Inserts circle, square, traingle in form board when they are presented on the table opposite the correct space for board
—	—	—	—	—	—	4. Inserts geometric forms in form board when they are randomly placed on the table
—	—	—	—	—	—	5. Inserts geometric forms in form board when position of form board is rotated
—	—	—	—	—	—	6. Reassembles geometric form which has been cut in half
—	—	—	—	—	—	7. Can reassemble picture cut into more than two pieces
						P. Clay
—	—	—	—	—	—	1. Use clay inappropriately and eats, throws
—	—	—	—	—	—	2. Pokes and punches clay
—	—	—	—	—	—	3. Pounds clay for exploration
—	—	—	—	—	—	4. Manipulates clay (rolls, pounds, squeezes, pulls) with one or two hands
—	—	—	—	—	—	5. Reproduce simple forms
—	—	—	—	—	—	6. Makes simple forms on own initiative
						Q. String-Beads
—	—	—	—	—	—	1. Will not grasp beads
—	—	—	—	—	—	2. Pulls beads off string
—	—	—	—	—	—	3. Will place beads on dole rod held by adult
—	—	—	—	—	—	4. Places bead on string held by adult
—	—	—	—	—	—	5. Holds bead in one hand, string in other and pushes string through bead
—	—	—	—	—	—	6. Strings different sized beads (from large to small size)
—	—	—	—	—	—	7. Laces cards
						R. Educational Toys (cars, pull toys, wind-up toys, jack-in-the box, dolls, snap-on-blocks, etc.)
—	—	—	—	—	—	1. Will not handle toys
—	—	—	—	—	—	2. Handles parts, may disassemble
—	—	—	—	—	—	3. Shows interest in moveable parts
—	—	—	—	—	—	4. Makes attempt to assemble, if appropriate
—	—	—	—	—	—	5. Assembles correctly

1.	2.	3.	4.	5.	6.
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S. Color, Pencil Manipulation, Draws

1. Will not grasp crayon or pencil
2. Holds crayon or pencil in fist
3. Scribbles with help
4. Scribbles spontaneously, back and forth
5. Scribbles in physical boundaries (e.g. yarn)
6. Scribbles within non-physical boundaries
7. Scribbles imitatively
8. Makes vertical stroke imitatively
9. Makes horizontal stroke imitatively
10. Makes circular strokes round and round
11. Makes one circle
12. Has sufficient control for primitive drawings
13. Traces around shapes and is able to hold them in place
14. Copies shapes within lines
15. Colors within lines

T. Paper Work

—	—	—	—	—	—
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1. Will not manipulate
2. Crumples paper
3. Tears paper
4. Turns pages 2-3 at a time
5. Turns pages one at a time
6. Folds paper in half and not necessarily neatly
7. Folds paper with even edges

U. Scissors

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1. Will not grasp scissors
2. Cuts with assistance (double-handed scissors)
3. Uses scissors--cuts at random
4. Uses scissors--following a line (raised line)
5. Uses scissors--does not need line

LANGUAGE DEVELOPMENT

1.	2.	3.	4.	5.	6.	
						I. Spontaneous Nonverbal Communication
—	—	—	—	—	—	1. Cries and/or smiles
—	—	—	—	—	—	2. Smiles, vocalizes or moves in anticipation of familiar or pleasurable activity.
—	—	—	—	—	—	3. Ceases activity in response to new activity introduction.
—	—	—	—	—	—	4. Anticipates being picked up: stretches arms up to be lifted.
—	—	—	—	—	—	5. Expectation in response to repetition of stimulus, i.e. finger tickling, physical play, etc.
—	—	—	—	—	—	6. Anticipates daily routine, time sense based on physical needs.
—	—	—	—	—	—	7. Pushes adult's hand away when wants to retain object or as reaction to unpleasant things.
—	—	—	—	—	—	8. Tugging, pulling at, pushing adult vaguely about.
—	—	—	—	—	—	9. Places adult hand on object and pushes.
—	—	—	—	—	—	10. Hands object to adult and waits expectantly.
—	—	—	—	—	—	11. Leads people to what he wants when it is in close proximity.
—	—	—	—	—	—	12. Anticipates on basis of physical situation: definite participating action. (Example: At juice time child will go to table without being sent)
—	—	—	—	—	—	13. Child leads adult to what he wants in another room.
						II. Imitation
						A. Body Movements
—	—	—	—	—	—	1. Resists being maniulated through body movements.
—	—	—	—	—	—	2. Allows self to be manipulated through body movement; does not imitate.
—	—	—	—	—	—	3. Moves alongside another person while being manipulated through correct movements, (e.g., stand, sit, creep, scoot)
—	—	—	—	—	—	4. Moves alongside another person in imitation, but needs help in assuming correct starting position.
—	—	—	—	—	—	5. Assumes correct starting position by imitating moving adult.
—	—	—	—	—	—	6. Imitates motor movement from adult model.
—	—	—	—	—	—	7. Imitates sequential movements by following adult through them, one at a time (e.g., scoot then crawl).
—	—	—	—	—	—	8. Imitates sequential movements after the adult has completed the series.

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B. Limb Movements
1. Does not imitate limb movements.
2. Imitates bilateral symmetrical limb movements (e.g., arms out or legs up).
3. Imitates unilateral limb movements (e.g., left arm up or right leg out).
4. Imitates bilateral symmetrical limb movements which are outside of visual field (e.g., hands on shoulders, hands on head).
5. Imitates bilateral asymmetric movement (e.g., left arm up and right arm out).
6. Imitates limb positions of a doll or puppet.
7. Imitates limb movements of a doll or puppet.
8. Imitates limb positions of stick figure drawings.

C. Fine Hand and Finger Movements
1. Does not imitate fine hand movements.
2. Imitates hand clap.
3. Imitates pat-a-cake.
4. Imitates making two fists.
5. Imitates simple hand gestures (bye bye, peek-a-boo, crude "eat" sign).
6. Imitates asymmetric hand positions (one hand open and the other fisted).
7. Imitates spreading fingers apart.
8. Imitates "pointing" (fore finger).
9. Imitates holding out same number of fingers.
10. Imitates fingerplay games (walking fingers, itsy-bitsy spider).
11. Imitates all fine finger movements.
12. Imitates pictures of finger positions.

III. Tactile Communication (Contact Communication, Tactile Cue, Etc.)*

A. Reception
1. Understands no receptive tactile symbols.
2. Responds appropriately to one consistent tactile message (e.g., knows teacher's hand on his mouth = means "eat")
3. Discriminates between a few different tactile messages (one-word commands).
4. Discriminates between several one-word commands.
5. Responds appropriately when given two sequential commands (e.g. sit and eat).
6. Responds appropriately when given three or more sequential commands.

*Tactile command or message in this context means a gesture or sign performed upon the body. Not to be confused with gesturing or fingerspelling in the palm.

For example, tapping the child's shoulders as a sign for "sit down", manipulating the child through the sign for "go".

1. 2. 3. 4. 5. 6.

B. Expression

1. Uses no tactile symbols expressively.
2. Uses one tactile symbol appropriately, with a situational we present (e.g., child gestures "eat" only when he knows food is present).
3. Can discriminate between a few tactile symbols and use them appropriately, with situational cues present.
4. Uses one tactile symbol without situational cues.
5. Uses a few tactile symbols appropriately, without situational cues.
6. Uses several tactile symbols on his own body to express himself.
7. Uses several tactile symbols on the bodies of other people to express himself.
8. Uses two symbol phrases.
9. Uses multi-symbol phrases.

IV. Gesturing

A. Reception

1. Understands no gestures.
2. Responds to one gesture appropriately and consistently.
3. Discriminates between a few gestures.
4. Discriminates between several simple pointed commands or natural gestures (i.e., "Put it there", "Come", "Sit down", etc.).
5. Responds appropriately when given two sequential gestured commands.
6. Answers gestured questions (i.e., response indicates that question was understood).
7. Follow complex gestured directions.

B. Expression

1. Uses no interpretable gestures.
2. Uses one gesture with situational cue. (e.g., sees cup, gives "juice" gesture).
3. Uses few gestures appropriately with situational cues present.
4. Uses one gesture without situational cues.
5. Uses a few gestures without situational cues.
6. Uses several "taught" gestures.
7. Uses action gestures - referring to immediate physical situation (e.g., uses twirling gesture if he wants you to spin a top).
8. Uses descriptive gestures referring to immediate physical situation (e.g., child makes gesture for "big" to describe an object).
9. Pantomines and creates own gestures.
10. Asks questions via gesture.
11. Uses gesture to refer to past or future or more abstract ideas.
12. Uses several sequential gestures to "tell a story."

1. 2. 3. 4. 5. 6.

V. Signing

A. Reception

1. Does not respond appropriately to any sign.
2. Responds appropriately to one sign.
3. Responds appropriately to a few signs.
4. Responds appropriately to several signs.
5. Has extensive receptive signing vocabulary.
6. Understands signed phrases.
7. Understands telegraphic sentences.*
8. Follows two sequential commands.
9. Identifies and understands questions (i.e., responds appropriately).
10. Follows complex directions; understands conversational signing in full sentences.

B. Expression

1. Does not use signs expressively.
2. Uses one sign appropriately.
3. Uses a few signs appropriately.
4. Uses several signs appropriately.
5. Has extensive signing vocabulary.
6. Uses his vocabulary freely to express himself.
7. Answers questions
8. Signs brief phrases.
9. Signs questions.
10. Signs telegraphic sentences.
11. Uses good conversational signing.

VI. Fingerspelling (Visual or Tactile)

A. Reception

0. Child's speech development precludes fingerspelling.
1. Cannot discriminate between the letters of the alphabet.
2. Discriminates between the letters of the alphabet.
3. Understands the association between fingerspelling and an object or idea.
4. Can only understand a few, three or four letter words.
5. Understands several short words.
6. Has an extensive receptive labeling vocabulary.
7. Understands short phrases.
8. Indetifies and understands questions; answers them.
9. Understands full sentences; conversational fingerspelling (tactile use only).

* Telegraphic sentences are partial sentences, such as "Put coat on" in place of "Put your coat on, please".

1. 2. 3. 4. 5. 6.

B. Expression

0. Child's speech development precludes fingerspelling.
1. Cannot imitate the hand position of the manual alphabet.
2. Can imitate the hand positions of the manual alphabet.
3. Fingerspells a few three or four - letter words with situational cues present (labeling).
4. Fingerspells many short words with situational cues.
5. Has an extensive expressive labeling vocabulary.
6. Fingerspells a few words without situational cues (requests objects or activities by fingerspelling the word).
7. Answers questions.
8. Fingerspells short phrases.
9. Asks questions.
10. Fingerspells full sentences; has good conversational fingerspelling (tactile use only).

VII. Verbal Language

A. Reception

1. Does not respond to verbal input.
2. Quiets to familiar voice.
3. Attends to voice: changes activity or turns around - scans.
4. Responds to tone of voice. Example, stops to "no", or smiles to pleasurable voice.
5. Begins to attend to a few familiar words: (via tone-gesture-word-situation) i.e., his name, bye bye, Daddy, etc.
6. Follows simple spoken commands with gestures, i.e., sit down, give me the ball, etc.
7. Follows learned simple spoken commands with clues in a familiar situation without gestures, i.e., sit down, give me the ball, etc.
8. Understands a few words by appropriate response without gestures: "No, Bye, bye, There's the ball?"
9. Pointing to objects, parts of the face, etc. (i.e., when child is told "Point to your nose."
10. Understands simple questions.
11. Understands directions, i.e., "Give it to me", "Put it on the table".
12. Understands big and little, color words.
13. Understands: in, behind, in front of, etc.
14. Can label objects by verbal description. "Show me the one you use to fix your hair", "The one you eat with", "Where the children are sleeping", "Where the children are eating".

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B. Expression

1. Child does not vocalize.
2. Randomly vocalizes, with no, preferred patterns or rhythms.
3. Vocalizes in a repetitive fashion, playing with and imitating own sounds.
4. Babbles in imitation of environmental sounds, such as voice, music, motors, etc. (intonation, inflection, rhythm, or pitch).
5. Imitation: echoes a few words - poor articulation.
6. First real words: reduplicated syllables (e.g., mama, dada).
7. Uses jargon: 2-6 words (may omit beginning and end of words, or change consonants).
8. One word sentence idea (e.g., oos = juice, usually nouns, some verbs, and adjectives).
9. Naming things and actions occasionally.
10. Uses two intelligible words and jargon in sentence idea (dada, car-car).
11. Combines two word phrases, proper articulation (Daddy car) - (Babbling stops at this level).
12. Creates new words and attaches to something.
13. Echoic responses: repeats words over and over.
14. Uses common phrases.
15. Combines three words into sentences.
16. Talks about his actions; tells physical needs.
17. Refers to self by name.
18. Uses prepositions and pronouns.
19. Simple sentences predominate (3-4 words).
20. Uses verbs and adjectives correctly in a sentence.
21. Uses plurals and past tenses correctly.
22. Uses sentences correctly in conversation.
23. Simple sentences decline in occurrence; complex sentences are used.

C. Speech Preparation

1. Blowing.
2. Sucking.
3. Chewing solid foods.
4. Imitation: Gross motor activities (refer to II A and B).
5. Imitation: Fine motor activities, i.e., mouth and tongue positions.
6. Accepts hands placed on speaker's face.
7. Voluntarily places hands on speaker's face.
8. Beginning imitation of speech sounds.
9. Imitation of simple speech sounds (p,b,m, etc.).
10. Refer to preferred speech training techniques and methods.

1. 2. 3. 4. 5. 6.

VIII. Pictorial Communication

A. Reception

- — — — — — — 1. Has no conception of pictorial representation.
- — — — — — — 2. Has concept of pictorial representation of object corresponding to the real object.
- — — — — — — 3. Has concept of pictorial body parts corresponding to his own body.
- — — — — — — 4. Has concept of pictorial body parts corresponding to those other than himself, i.e., another person, doll, etc.
- — — — — — — 5. Child responds to a drawn picture of an object representing an activity (e.g., swimsuit means going to the pool) by behaving appropriately.
- — — — — — — 6. Teacher draws picture of a familiar situation which child is anticipating, child responds by behaving appropriately (e.g., gets cup and goes to table).
- — — — — — — 7. Teacher draws descriptive detailed picture of a familiar situation, child responds appropriately (e.g., picture of many children in swimsuits by poolside, child gets swimsuit)
- — — — — — — 8. Teacher draws three situation pictures in sequence to communicate an activity or experience. Child responds to sequence pictures by acting out the situation in sequence (e.g., cooking experience).

B. Expressive

- — — — — — — 1. Does not draw picture. (For earlier skills refer to Fine motor scale)
- — — — — — — 2. Draws simple pictures for the sake of drawing, and not for communication.
- — — — — — — 3. Child refers to previously drawn picture to express an idea.
- — — — — — — 4. Draws simple pictures (objects or body positions) for communication (e.g., child wants a ball so he draws picture of a ball)
- — — — — — — 5. Draws a situation picture for the sake of drawing, not for communication purposes.
- — — — — — — 6. Draws a situation picture for communication (e.g., child is anticipating going home and draws a picture of a car with people in it).
- — — — — — — 7. Draws or arranges sequence pictures in proper order.

IX. Written Communication

A. Reception (Reading)

- — — — — — — 1. Presently on a pre-reading level.
- — — — — — — 2. Matches words to words by their configuration only, or by cueing in on key initial or final letters; is not yet aware of the word's individual letter components, or of meanings.
- — — — — — — 3. Can match whole words to objects by their configuration or key letters only.

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4. Beginning awareness that the printed word has meaning; can label objects in the environment, etc; beginning sight-recognition of familiar words.
5. Recognizes words by their letter components; can discriminate between similar words (e.g., hat vs. bat, chair vs. hair).
6. Labels pictures of either objects or activities.
7. Matches phrases to the pictures they describe.
8. Has an extensive reading vocabulary; can extract correct meaning from full sentences.
9. Can translate receptive reading into expressive communication, i.e., can speak, or sign as he reads.
10. Can explain the meaning of what he has read to another person.

B. Expression (Writing)

1. Is presently in a pre-writing skill level (scale "s" of fine motor development).
2. Can imitate the letters of the alphabet (printed or script).
3. Can match the written symbols for the alphabet to the spoken or fingerspelled symbols.
4. Imitates the writing of whole words.
5. Aware that the written words have meaning; can match a few of his written words to objects or activities.
6. Will write words when shown picture of object.
7. Is aware that he can communicate his wants or needs through writing: will write word for object or activity that he wants.
8. Writes brief descriptive phrases (e.g., blue ball, Johnny bad).
9. Can write in full sentences, with approximations of grammatical correctness.
10. Has sophisticated writing skills; his writing is equivalent to his general language development, whether he speaks, signs, or fingerspells.

COGNITION

1.	2.	3.	4.	5.	6.	
—	—	—	—	—	—	A. Exploration of Objects
—	—	—	—	—	—	1. Does not show interest in objects.
—	—	—	—	—	—	2. Holds object briefly.
						3. Holds and uses randomly (i.e., unintentionally flicks, rattles, bangs, shakes).
—	—	—	—	—	—	4. Uses object for purposeful action (i.e., deliberately bangs, shakes, etc.).
—	—	—	—	—	—	5. Explores objects utilizing the senses at his disposal (visually, tactilely, orally, etc).
—	—	—	—	—	—	6. Is interested in object detail when it is pointed out to him.
—	—	—	—	—	—	7. Shows spontaneous interest in object detail.
—	—	—	—	—	—	8. Highly curious and investigative with objects (explores use, takes apart, etc.).
—						
—	—	—	—	—	—	B. Recognition of Object Function
—	—	—	—	—	—	1. Does not use objects for any purpose.
						2. Uses objects for self-stimulatory, inappropriate purposes only (flicks, bites, mouths, etc.).
—	—	—	—	—	—	3. Uses common object appropriately under the direction of an adult (e.g., rolls ball when teacher shows him).
—	—	—	—	—	—	4. Independently recognizes objects for their function, and uses them appropriately (rolls ball, puts coat on, flicks light switch).
—	—	—	—	—	—	5. Uses object as an implement (hammers nail, mops floor).
—	—	—	—	—	—	6. Uses object for simple imagery-hugs or spanks doll, drives car, flies airplane.
—	—	—	—	—	—	7. Representational play, uses play objects to recreate real situations (playing house).
—	—	—	—	—	—	8. Representational play with pretend objects.
—	—	—	—	—	—	C. Object Permanence
						1. Seems unaware of an object once it has "disappeared" (e.g., bright toy moved out of sigh, bell rings then silent, soft stuffed animal removed from touch contact).
—	—	—	—	—	—	2. Searches for an object that has momentarily disappeared (e.g., moves head, searches, moves to regain sound, reaches).
—	—	—	—	—	—	3. Searches for an object that has disappeared in the recent past.
—	—	—	—	—	—	4. Plays peek-a-boo, purposeful primitive hiding games (covering and finding, dropping and searching).
—	—	—	—	—	—	5. Reacts to brokenness of objects (expresses distress, searches missing parts).
—	—	—	—	—	—	6. Attempts to fix brokenness appropriately (places head on neck of doll, wheels under truck, etc.).

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D. Problem Solving
1. Seems unaware of obstacles in the environment.
2. Seems aware of simple obstacles but only fusses or withdraws.
3. Avoids simple obstacles by going around and over.
4. Seeks what is wanted and attempts to remove obstacle directly (pushes out of path, opens door, reaches high).
5. Attempts to solve simple daily problems to get what cannot be obtained directly (pushes interfering adult aside, gets chair to climb up).
6. Uses common tools with training (door, knob, gate lock, screw driver).

E. Memory
1. No evidence of memory.
2. Shows awareness of a routine event having occurred before (e.g., evidence by excitement, anger, etc., that he knows what is coming next).
3. Shows awareness of the sequence to routines (aware of individual steps).
4. Identifies favorite objects and reuses them in the same way.
5. Aware of locations (e.g., knows own way to room, knows place for certain activities, storage spots).
6. Repeats previously taught activities with relative ease.
7. Knows his way to another familiar part of the building, campus, etc.).
8. Identifies his own belongings; clothing, toys, etc.

F. Matching
1. Does not match.
2. Matches two simple distinctively different objects.
3. Matches three or more simple distinctively different objects.
4. Matches two objects by size.
5. Matches three or more objects by size.
6. Matches two objects by color (when applicable).
7. Matches three or more objects by color.
8. Matches two objects by texture.
9. Matches three or more objects by texture.
10. Matches two objects by shape.
11. Matches three or more objects by shape.

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—	—	—	—	—	—	G. Classification
—	—	—	—	—	—	1. Does not classify objects.
						2. Classifies two familiar objects of the same category (e.g., forks, knives and plates).
—	—	—	—	—	—	3. Classifies three or more objects of the same category.
—	—	—	—	—	—	4. Classifies two familiar pictures of the same category.
—	—	—	—	—	—	5. Classifies three or more familiar pictures of same category.
—	—	—	—	—	—	6. Classifies two objects of different categories (trees, dogs and houses).
—	—	—	—	—	—	7. Classifies three or more objects of different categories.
—	—	—	—	—	—	8. Classifies two pictures of different categories.
—	—	—	—	—	—	9. Classifies three or more pictures of different categories.
—	—	—	—	—	—	10. Classifies two objects of more abstract categories (foods, utensils, toys and clothing).
—	—	—	—	—	—	11. Classifies three or more objects of abstract categories.
—	—	—	—	—	—	12. Classifies two pictures of abstract categories.
—	—	—	—	—	—	13. Classifies three or more pictures of abstract categories.
—	—	—	—	—	—	H. Sequencing
—	—	—	—	—	—	1. Does not sequence.
						2. Copies a line, row or chain consisting of identical objects.
—	—	—	—	—	—	3. Copies an alternating pattern of two objects (e.g., red-blue-red-blue or shoes-hat-shoes-hat) by matching his pieces to the model, one-by-one.
—	—	—	—	—	—	4. Copies an alternating pattern of two objects by examining the model in its entirety.
—	—	—	—	—	—	5. Duplicates an alternating pattern of two objects entirely from memory (immediately after presentation).
—	—	—	—	—	—	6. Sequences repetitive patterns of three objects (horse-shoe-tree, horse-shoe-tree).
—	—	—	—	—	—	7. Sequences random patterns of three objects (horse-shoe-horse-tree-shoe).
—	—	—	—	—	—	8. Sequences random patterns of many objects (horse-cup-fork-tree-hat).
—	—	—	—	—	—	9. Sequences patterns by size (big-little-little-big).
—	—	—	—	—	—	10. Sequence patterns by color. (when applicable)
—	—	—	—	—	—	11. Sequences patterns by shape (square-circle-triangle-square).